

Stanton Drew Primary School

Inspection report

Unique Reference Number	109070
Local Authority	Bath and North East Somerset
Inspection number	288270
Inspection date	23 May 2007
Reporting inspector	Lorna Brackstone

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	52
Appropriate authority	The governing body
Chair	Raynor Nixon
Headteacher	Robert Lane
Date of previous school inspection	1 May 2001
School address	Upper Stanton Stanton Drew Bristol BS39 4EQ
Telephone number	01275 332820
Fax number	01275 331642

Age group	4–11
Inspection date	23 May 2007
Inspection number	288270

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a very small school where most pupils have White British backgrounds. It serves a mixed socio-economic area. An above average proportion of pupils have learning difficulties and disabilities. The numbers starting school are very small so attainment on entry varies from year to year but it is broadly as expected for most children.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school where all the pupils achieve well. By the time they are ready to move on to secondary school, standards are well above average. This is a result of the good quality of teaching and learning which ensures that pupils are well prepared for the next stage of their education. Parents unanimously agree that 'teachers are great and always approachable' and this is endorsed by the pupils. Lessons are thoroughly planned to make sure all pupils are fully involved in their learning and activities are well matched to meet the varying age ranges and differing needs. Whilst teachers provide positive feedback when marking pupils' books, they do not always give a consistent level of advice on how their work could be improved. The well balanced curriculum is enhanced by a good variety of additional activities and close involvement with other local schools. For example, as part of the Chew Valley Primary Network they have focused on developing a range of skills that will help the pupils in real life situations. The quality and standards in the Foundation Stage are good. The needs of the youngest children are carefully planned for and suitable resources are provided to ensure that they receive a balanced programme which includes play related activities.

Personal development and well-being, including spiritual, moral, social and cultural development, is good. One of the main reasons for this is the way in which pupils are very well cared for. As one parent explained, 'All children are treated as individuals.' The staff encourage and acknowledge children's strengths, whilst supporting them through any difficulties. This approach helps to consolidate and strengthen children's self-esteem and self-confidence. Support and guidance is good, but the school has rightly identified that pupils could be involved more in assessing their own work. Pupils enjoy most aspects of school life and this is reflected in their good attendance levels and high standards of behaviour. The views of many parents are echoed by one who described Stanton Drew as 'a very happy school, more like a large family'. Pupils know that they need a balanced diet to keep healthy and understand the importance of keeping fit. They adopt safe practices and are clear about whom to approach if they ever feel unhappy. The family feel to the school community is a direct result of the good contributions that pupils make to the life of the school.

The quality of leadership and management is good. As one parent explained 'The headteacher has been a breath of fresh air and commands respect from everyone who is involved in the school.' He is 'firm, fair and friendly' and has developed a shared vision for the school with his strong leadership team. By working closely together the leadership team have successfully managed to make effective improvements since the last inspection. The school has accurately evaluated its strengths and areas for development well and has good capacity to make any necessary improvements. Whilst governors have a good understanding of the school, they do not make full use of this knowledge to check its effectiveness.

What the school should do to improve further

- Ensure that pupils have a clear understanding of what the next step in their learning is by improving the consistency of the marking and involving them more in the assessment of their own work.
- Develop the monitoring role of the governors to enable them to fully check and challenge the effectiveness of the school.

Achievement and standards

Grade: 2

Achievement is good because teaching is good from the start of the Foundation Stage until the end of Year 6. Children make good progress in Reception and start Year 1 with standards that are expected for this age group. Their personal, social and emotional development is above the expected level and this reflects the strong family ethos of the school. This good progress is sustained thereafter and standards are well above average by the end of Year 6. Recent initiatives in developing writing skills and solving mathematical problems have been reflected well in the improved achievement. Any differences in the attainment of girls and boys in national tests are specific to particular year groups and those pupils who have learning difficulties. The school is aware that standards could be even better if key skills across subjects were linked even closer and have identified ways to achieve this through, for example, greater use of ICT and extended writing.

Personal development and well-being

Grade: 2

Reception children are confident and happily work and play alongside the older pupils in their class. Pupils in Years 1 to 6 understand the importance of exercising to get their 'heart beating faster' and know that they should not eat too much fat if they want to keep healthy. They acknowledge that they occasionally fall out with each other but feel safe in school and tell an adult if they are unhappy about anything. Attendance is above average and this is a good improvement which has resulted from the very effective systems that have been put in place to reduce the number of school holidays taken in term-time. Pupils like coming to school to see their friends and show positive attitudes in work and play. Behaviour is good because they understand the consequences of the school rules. Pupils contribute well within their own community and beyond, for example by working hard to earn house points for their school team and by working together to raise money for sponsoring a dolphin. They acquire good levels of basic skills relevant to their future economic well-being. They also develop important interpersonal skills such as learning to exchange views and negotiate with each other.

Quality of provision

Teaching and learning

Grade: 2

The children in Reception receive good quality teaching which is firmly based on the development of their key skills. Throughout the school lessons are well planned to meet individual needs and explanations are clear. Teachers use their questioning skills well to ensure that all pupils are fully involved in their lessons. This is successfully achieved through targeting appropriate questions to specific year groups. Visual aids, such as electronic teaching boards, are used well to reinforce learning and to make sessions fun. The good support given to pupils with learning difficulties or disabilities helps them in whole class sessions and in individual or group activities. Whilst teachers provide positive feedback in their marking on the work produced by their pupils, they do not consistently give them help on how they can improve or move forward in their learning.

Curriculum and other activities

Grade: 2

Reception children enjoy a curriculum that is exciting and includes practical activities using the outdoor area. Older pupils receive a curriculum that is balanced and meets their needs well. The good opportunities for outings to farms, a local science museum and the residential trip to Devon are beneficial to their learning. Links between subjects that reinforce key skills are not sufficiently well developed to help the pupils make connections in their learning. The good personal, social, health and emotional development programme effectively promotes pupils' own well-being and makes a significant contribution to enhancing their self-esteem.

Care, guidance and support

Grade: 2

Procedures to ensure that pupils are kept safe and secure, including those relating to child protection, are well established and staff are familiar with them. Personal development is monitored very closely and pupils are confident that adults look after them well. The reception children settle in quickly to the school community because they are given good support from staff and older pupils. Very good personal support and guidance is provided for pupils who have learning difficulties and disabilities with the school working closely with outside agencies to receive the best help possible.

Support given to pupils in their academic work has some good features. Pupils skilfully use the objective identified at the start of each session as a learning guide and have a clear knowledge of their personal targets. However, whilst teachers carefully assess and monitor pupil progress well, the school is fully aware that pupils could be more involved in the assessment of their own work so that they have a clearer understanding of how to improve.

Leadership and management

Grade: 2

The headteacher provides strong leadership and manages the school well. He is well supported by key staff and together they have developed a clear plan for the future direction of the school. The monitoring of teaching and learning is rigorous and identifies clearly where improvement is needed. Curriculum leaders, including those responsible for the Foundation Stage, have a good understanding of the strengths and areas for development within the subjects for which they have responsibility. This is because they track pupil achievement well and thoroughly analyse test results. For example, weaknesses in writing skills have been rectified by a storytelling initiative. An improved mathematics programme, including a focus on solving problems, has resulted in an upward trend in standards. Governors are very supportive of the work of the school and most are regular visitors. They are knowledgeable about its strengths and areas for improvement but are not fully effective in monitoring and challenging its performance.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Dear Children

Inspection of Stanton Drew Primary School, Bristol, BS39 4EQ

Thank you very much for making us so welcome at your school. It was very interesting seeing you at work and play. I would like to say a special thanks to the group of pupils I met who told me all about life at Stanton Drew.

Your school provides you with a good education. You feel safe and cared for because the school looks after you well and you are confident about approaching adults who will help you if you have a problem. You make good progress and, by the end of Year 6, reach standards that are well above average. Your personal development is good too. You behave well and enjoy your learning. This is because teaching is good and staff provide an interesting range of activities that make you want to learn.

You are justifiably proud of the 'family feel' in your school and it was lovely to see the way you all work and play with each other. You particularly enjoy the visits out of school, which help you learn more about different topics. I was interested to hear all about your residential trip to Devon, where you enjoy staying away from home for a few nights. I think that your fund raising events, such as to fund the sponsorship of a dolphin and selling produce after your Harvest Festival, prepare you well for the future.

The adults in charge of the school are leading and managing it well. They are very determined to always give you the very best education.

In order to make it even better I have asked the school to involve you more in the checking of your work and to provide clearer help on how you can improve when your books are marked. I have also asked the school to support the governors to help them play a bigger part in making sure that the school goes on improving.

Once again thank you for your help. Keep doing your best and working with the adults to make sure that Stanton Drew becomes an even better school.

Yours sincerely

Lorna Brackstone Lead inspector